

Rubric Template for Evaluating _____

1) Which **language performance task** will you evaluate? _____

2) Which **performance criteria** will you use to evaluate it?

- Select items that are most likely to influence students' performance.
- List each item in its own box in the first column of the table on the next page.
- Select no more than 5 individual items:

Academic Content: *information about art, business, literature, math, music, science, social studies, etc.*

Cultural Content: *information about the cultural products, practices, and perspectives of target-language speaking people and countries*

Language Functions: *Describing, hypothesizing, narrating, stating and supporting an opinion, justifying and defending a point of view -*

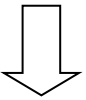
<http://www.actfl.org/sites/default/files/pdfs/ACTFL2014/SpiralingFunctionsandTasks.pdf>

Language Performance: *Accuracy, cultural appropriateness, fluency, length of utterance, pronunciation, register, spontaneous negotiation of meaning, word choice, etc.*

21st Century Skills: *Communication, collaboration, creativity and innovation, critical thinking and problem-solving, information/tech/media literacy, flexibility and adaptability, leadership and responsibility, initiative and self-direction, productivity and accountability, social and cross-cultural skills*

- 3) Write four **performance descriptors** for each criteria you selected. Each box should explicitly tell students in concrete terms what to do differently in order to progressively move to the next level of performance.
- 4) Keep wording simple, concise, and parallel across the boxes.
- 5) Use precise words (i.e., avoid using vague terms like a few, many, or sometimes).

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	Performance Descriptors			
Performance Criteria 	Emerging	Developing	Proficient	Exemplary

Comments: